



Your Future Ahead:



Advising Program Handbook



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Advising Program Tool Kit

Mentoring/Advising Framework

“What is counseling? Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

American Counseling Association. 2008

The Importance of Counseling

Secondary students (grades 6-12) experience a wide range of emotions as they strive to establish a unique identity through which they filter social and emotional issues. Psychologist Erik Erikson terms this phase, which spans from age 12-19, as “Fidelity: Identity vs. Role Confusion”. Beginning at age 12, children become concerned with how they appear to others. As they transition from childhood to adulthood, children also examine their values and compare them to those of others. Erikson also believes that a sense of competence motivates children’s behavior and actions. During this critical stage of development, students need guidance from caring adults. We must make it a priority to advise students in the various areas of their life by helping them weigh their decisions and carefully consider their options.

Focus on the Essentials

According to Maslow’s *Hierarchy of Human Needs*, a person needs to have a sense of safety and belonging in order to be successful and reach his full potential. If basic needs aren’t being met, academics, work, planning for the future, and self-actualization are at the bottom of the priority list. This is especially true if a student does not have a caring adult with whom to connect. Students in middle school and high school especially can “feel insignificant, unknown or even lost” (Schanfield, 2010) which can greatly affect the student’s ability to experience successes. Mentoring and advising programs can be very positive, very powerful ways to help address the needs of these students. When students enter the school building they must be met with a positive learning environment intentionally designed by the administrators, teachers, staff, and school community. The student advising program can be the model program that helps to create this atmosphere. A good advising program can unite students, staff, parents, the community, businesses, and higher education to make the most of a student’s educational experience.

In addition to academic guidance, secondary students need opportunities to identify and explore personal and social goals for adulthood. As students transition from elementary school to middle school, and middle school to high school, they will be faced with increasingly complex issues and decisions. How they approach these issues and what decisions they make can have lasting impact on their academic, social, emotional and physical development. As schools have become extremely busy places, it is not only the responsibility of the guidance counselor to help guide students through these stages, but also the responsibility of each teacher and each caring adult with whom the child comes into contact.

Current research on advising /mentoring programs has shown a well-developed, comprehensive program can also serve to reduce dropout rates, raise graduation rates and help pave the way for students to seek post-secondary pursuits after high school (Schanfield, 2010; Hodges, 2010).



The Background of the Development of the Advising Toolkit

Our goal in Kentucky is to see that every child is [proficient and prepared for success](#). National research shows education reform is moving towards smaller learning communities, more student-centered school experiences, more personalized programs with support services and increased intellectual rigor. The establishment of advising and mentoring programs in secondary schools is essential to Kentucky's mission of increasing student success. Research shows if schools create safe, supportive, and respectful learning environments that personalize young people's learning experiences, we can help them achieve more academic success. "The primary goal of [advisory programs] is to provide students with early awareness of the benefits of continuing their education" beyond high school, whether that be a two year or four year college or university experience or career certification (U.S. Department of Education, 2007). By having a caring adult as a mentor/advisor, students feel more connected to their school, and as a result tend to have a better educational experience. This advising relationship can result in reduced retention rates, decreased truancy and behavioral issues, increased test scores and graduation rates, as well as improved interpersonal relationships and workforce readiness.

Purposes of an Advising/Mentoring Program

For an advising program to be successful, goals and outcomes need to be established. The advisory program can help students discover more about themselves, gain self-confidence, engage in their education and set goals for their future. A strong advising program should provide students the tools they need both academically and personally for success and encourage active participation in their school and community. It can also help them avoid obstacles that could prevent them from reaching their goals.

The U.S. Department of Education (2007) suggests advising/mentoring programs should provide a range of services. A comprehensive program could include academic enrichment, information sharing, mentoring activities and social enrichment. Advising/mentoring programs need to begin at an early age with students, so programs should begin by middle school at the latest to have the most effect, especially with students of low socio-economic status and minority students (Malone, 2009 Fall).



Model Design of an Effective Advising/Mentor Program

Where are you on the road to developing an advising/mentoring program for your students? Where do you start?

The most effective advising and mentoring programs are well designed and strive to best meet the needs of the students they serve. In doing so, the most effective programs will address the needs of students in three comprehensive domains:

- [Academic Development](#)
- [Career Development](#)
- [Personal/Social Development](#)

It is necessary to provide guidance to students around each of these three areas in a consistent, professional manner. Current research has proven that whole-school advising and mentoring programs can be the most effective models for schools. School guidance counselors should be available and familiar to students and should develop a relationship with students to the best of their ability. Any caring adult in the school environment can help guide students as they think through some difficult decisions and weigh choices they need to make regarding these three domains.

Some individuals might consider an advising program different from a mentoring program. With the right training, mentors can advise students on career pathways, college application processes, aspects of social and emotional development, etc. A school-wide mentor advising program does not need to be one-on-one, but rather could pair each caring adult with a small group of students, creating a much more do-able task for middle and high schools. Mentoring times could include both structured activities (a college speaker, a lesson on completing a FAFSA form, an anti-bullying lesson) and independent activities (a getting to know you activity, time to share information about one another, an opportunity to participate in a mutually appreciated activity such as chess or learning about jazz music). An advising/mentoring program utilizing the national standards can formulate needed scaffolding for elementary, middle, and high schools in relation to awareness, exploration, and preparation for college and careers.

The American School Counselor's Association (ASCA) has provided [national standards](#) for the three domains to help guide school counseling programs. These standards are what the ASCA believes to be the essential elements of a quality school counseling program. This framework is an excellent model to use for designing the school advising/mentoring component of the comprehensive counseling program as well.



Positive Outcomes of an Advising/Mentoring Program

The following are samples of expected outcomes and goals for an effective student advising program:

- Helps students feel accepted and valued as individuals
- Promotes greater self-esteem
- Increases personal responsibility in personal/social and academic, and career areas
- Develops better communication and inter-personal skills
- Results in greater overall satisfaction with the school experience
- Improves retention rates for schools
- Improves attendance for schools
- Results in better informed and trained faculty in regard to the students educational program
- Increases graduation rates resulting in reduced dropout rates
- Encourages students to attempt more rigorous coursework
- Increases parental involvement and support from family
- Increases communication between school and home
- Increases faculty ownership of student success
- Increases interaction with business and community
- Increases knowledge of graduation requirements for specific postsecondary goals
- Increases knowledge of college admissions, financial aid, and career opportunities
- Increases number of students attending postsecondary education/training
- Prepares students better for entering the competitive workforce in the global market



Advisor/Mentor Program Guidance

Kentucky students can certainly benefit from advising and mentoring programs, but a quality program in and of itself takes careful planning and time to develop and implement. Recent research suggests that poorly planned, or short-term, advising and mentoring can actually do more harm than good to our students, resulting in a more negative impact.

The Planning Team

It is highly suggested a school designate a team of people to work on designing the advising and mentoring program. This team of people could include: classroom teachers, counselors, Family Resource/Youth Service Center staff, Community Education staff, administrators, parents and students. This collaboration creates ownership and investment in the program. It also ensures the program is not dependent on the leadership of one person or a small group of persons. The involvement of many stakeholders ensures the program will continue regardless of staff changes.

Once established, the team that is charged with designing the advising and mentoring program should review sound research and guidance documents such as those listed below. Program development should be methodical, and once the program is designed, it should be implemented with fidelity, adhering to the best practices of the research. This does not mean that a program should not ever undergo revision, but that those revisions should be very purposeful and should be made with the best interest of the students in mind.

- [Resources for Establishing a Program](#)
- [Day One in the Life of a Program Coordinator](#)

The planning team should represent the school, students, parents and community. Since the advising/mentoring program is built around three separate domains (academic, career, and personal/social), it is important to involve membership from the community to focus on the areas of career development and personal/social growth. Initially, the planning team can have input into the design of the advisory program including those topics to be discussed in each grade level. Once the advisory program is implemented, the Advisory Council can meet periodically to discuss how well the program is functioning. If adjustments need to be made to better meet the needs of students, the Advisory Council can suggest changes to the program.

Questions to be considered should include the following:

- How will the members of the planning team be chosen?
- How long will members of the planning team serve?
- Will there be opportunities to add members to the planning team?
- Does the planning team represent all stakeholder groups?
- How often will the planning team meet?

The first step the planning team should take as it considers the actual content of the advising/mentoring program is to determine what the students in the school need. This can be achieved in many ways- an online or even a paper version survey given to teachers and students, student advisory groups and/or student government groups, etc. Once the needs are determined, the next step is to have the planning team prioritize those needs. Finally, the planning team would need to assess what resources already exist in the school setting and then determine what outside resources may be necessary to address them.

A review of school data is valuable in determining topics for the advisory program. Keep in mind that the advisory program should be organized around three domains: academic, personal/social, and career. Although there is abundant school data available on academic matters, there are also data on matters such as student discipline (behavior), attendance, retention and a category often referred to as opportunity gaps. Opportunity gaps are academic offerings such as honors classes or Advanced



Placement courses where enrollment is limited. Students not permitted the “opportunity” to participate/enroll in these classes are denied the opportunity to succeed in challenging learning opportunities.

The chart below contains examples of various data to be used in determining topics for the advisory program. An examination of these data can also be helpful in determining goals for school improvement.

Test Scores <ul style="list-style-type: none"> • Norm Referenced • Criterion Referenced 	Enrollment <ul style="list-style-type: none"> • Honors/AP Classes • College Path • Special Education 	Graduation Rate <ul style="list-style-type: none"> • By Gender • By Ethnicity • By SES
Attendance <ul style="list-style-type: none"> • Absences • Tardies • By Grade Level 	Discipline <ul style="list-style-type: none"> • By Classroom • Types of Problems • Gender 	GPA/Class Rank <ul style="list-style-type: none"> • By Gender • By Ethnicity • By SES
Retention Rates <ul style="list-style-type: none"> • By Subject Area • By Grade Level • By Gender • Ethnicity 	Special Education <ul style="list-style-type: none"> • By Gender • By Ethnicity • By SES 	Dropout Rate <ul style="list-style-type: none"> • Grade Levels • Gender, Ethnicity, etc. • Reasons Why

Once data has been disaggregated and analyzed to determine topics and directions for the advisory program, it may be helpful to make connections to the Comprehensive School Improvement Plan (CSIP). A chart with examples is provided below.

Disaggregated Data	Relationship to CSIP	Planning Team Outcomes
Discipline referrals are coming primarily from three classrooms	CSIP Goal: The school will implement measures to ensure a safe learning environment	Professional Development on effective classroom management will be provided to the three classrooms
Only 10% of African-American students are enrolled in Advanced Placement courses, while African American students comprise 35% of the school population	CSIP Goal: The school will provide an equitable learning environment where all students have access to high-level learning opportunities	Provide academic information to all students to strongly encourage enrolment in Advance Placement courses. Provide additional academic supports to any student wanting to enrol in Advanced Placement courses
Attendance rate has decreased steadily over the last three years.	CSIP Goal: Increase attendance rate to 96%	School counselors will implement a program to increase attendance. Technology will be purchased to immediately inform parents when absences occur.



Staffing

Staffing is an important issue that the team will need to take into consideration. Any caring adult in the school setting, as well as screened (background check) and trained community volunteers can easily and effectively serve as mentors and advisors. A school policy will need to be crafted and approved in order to utilize classified and volunteer staffing, but research confirms that this is a very effective route to increase the number of caring adults who have a vested interest in the well-being of students.

It will be necessary to talk to any and all stakeholders about the purpose of the advising/mentoring program and explain how these programs can help the school more effectively address the needs of the students and help them achieve greater personal and academic success. The planning team will want to examine all aspects of the program in pre-planning stages and share their plan for the program with stakeholders for input. People generally take a greater role in programs they have been able to provide input to, especially if they feel that their ideas and concerns were addressed.

There are some programs in the state that have helped schools and districts establish advising and mentoring programs, sometimes with the full school, or at least with the most identified students. Consider college coaches (upper-class college students) AmeriCorps, KY Scholars Program, E-mentoring such as with GEAR-UP and ECU, etc.

The Kentucky Higher Education Assistance Authority (KHEAA) employs regional outreach counselors that live and work in 13 regions across the state. Outreach counselors are available, at no charge, to provide interactive workshops on a variety of college-planning, student financial aid, college admissions and financial literacy topics. Presentations are aligned with KDE's Core Content for Assessment of Practical Living/Vocational Studies. Visit the *Counselors, Community Partners and College Access Providers* section of www.kheaa.com for contact information and presentation descriptions.

In the design and implementation of a successful mentoring/advisory program, there are questions to be answered and issues to be discussed. The list below contains some programmatic questions included in prior sections. It is important to include input from as many stakeholders as possible to encourage ownership of the advisory program. In addition to the issues contained in various sections of this document, each school is unique and will have its own needs to address.

Advisory Program Components	Decisions/Issues to be Discussed
Advisor/Student Ratio	
Who will be advisors? How will they be chosen?	
Which students will be placed with advisors? Should students be allowed to choose? Do advisors keep students for one year, or as long as they are in the school?	
Will advisors be evaluated? What happens if advisors are not effective? Will students have a "voice" in determining how effective their advisors are?	
How often will advising occur? How long? When will advising occur? Where will advising occur? Will classified staff be advisors or just certified?	
Professional Development Needs: Curriculum/ Topics; Mentoring/Counseling Skills; Working with Parents; Expectations/Outcomes; Referrals	



Tips for Implementing a Mentoring/ Advising Program

- Start advising time with a smile and enthusiasm.
- Allow group time to discuss problems or concerns.
- Always have a purpose.
- Keep expectations realistic.
- Focus on why we are here.
- Get to know students as individuals.
- Allow students to know each other.
- Talk individually with students whenever possible.
- Learn and use names of students as you talk with them.
- Provide time for students to get to know each other.
- Be firm but understanding.
- Show genuine interest and students will respond!
- Follow a planned agenda or activities.
- Advising group is never a “Study Hall.”
- Keep an open mind toward the program and be flexible with your students.
- Don’t be slack on discipline just because it is advising time.
- Insist that all students follow school rules and any rules which the group has made.
- Know where to go for answers. You will not have all the answers. Refer! Refer! Refer!
- Avoid sarcasm. Be sensitive in choosing your words.
- Develop a feeling of togetherness and group cohesiveness.
- Remember, it takes time to make the program successful.
- Evaluate regularly.
- Practice 10-minute rules (i.e. late arrivals nor early leavers)

The planning team may also want to take the following information into account as it plans the program, and as it communicates with all stakeholders regarding the program.

Seven Reasons Why Teachers Resist Advisory Programs

1. Parents do not understand the concept and many may oppose it.
2. Many administrators are not really concerned about it.
3. Most teachers have had little formal preparation for service as an advisor.
4. Teachers do not understand the goals of the endeavor.
5. Advisory takes time – time that many teachers believe could be invested more effectively in preparing to teach their subject(s).
6. Some teachers do not want to engage in a program that requires personal sharing.
7. When it is implemented incorrectly and with little staff development and leadership, students do not provide positive feedback. (Van Hoose, 1991, pp.2-3).



The Tool for Advising Students for Success

The Individual Learning Plan (ILP)



A student ILP is an online college and career planning tool to help students plan his or her coursework and activities as they prepare for post-secondary education and develop his or her career. The ILP is designed to help students work together to develop an education plan that meets the needs of each student and ensures that they can achieve their goals.

Schools that embed the ILP into the advising system established within the school will see students meeting their goals, teachers building relationships with students and schools meeting the needs of all students.

The ILP provides students with many resources that will improve the educational and developmental needs of students. It also provides information to school administrators and teachers that will help them meet the needs of their students.

What can students do with his or her ILP?

They can:

- Save Career Matchmaker Results
- Keep notes on the careers and schools that interest them
- Develop an education plan based on their career interests
- Track all career preparation and planning activities
- Record career and life goals
- Connect with industry professionals in their individual area of interest
- List the organizations, activities, and hobbies in which they participate
- Document work and volunteer experiences, as well as awards and recognitions they have received
- Store related documents, such as scanned artwork, letters of reference, essays, and presentations
- Share their ILP with college admissions staff, organizations offering scholarships, and potential employers
- Create a personalized, professional-looking resume



What can schools do with the ILP?

They can:

- View student ILP data to monitor their career and education planning progress
- Export data collected from student ILPs
- Generate aggregate reports on data elements collected in the ILP
- Input customized course lists that students can use to create their high school education plans
- Customize the ILP and Assessment Options to meet the needs of students
- Communicate directly with students using the internal messaging system
- Monitor student's ILP to track which students are meeting the objective and identify opportunities for intervention
- Engage parents in their students' college and career planning activities



ILP Reports



Bright Ideas

- ☒ Use data from careers of interest to invite guests to career days
- ☒ Use data from schools of interest to invite to college fairs
- ☒ Use ILP data for grant proposals

The School [ILP Administration tool](#) includes an extensive real-time reporting package to analyze all data elements in the ILP.

Schools can view data on students' career and education exploration and development, including the careers and schools students have saved to their ILP, career cluster selections, advisement activities, goals and plans, and activities and experiences. From each aggregate report, schools can drill down to the individual student data for a selected report.



ILP Statistics & Usage Reports

- **ILP Totals**- as statistical summary of the ILPs for students at your school, broken down by grade and gender.
- **Date Last Changed**- track how often students are logging into their ILPs.
- **Annual ILP Review Statistics**- a summary of how many students have and have not completed their Annual ILP review with their advisor.
- **Parent/Guardian ILP Review Statistics**- monitor how many parents or guardians have reviewed their child's ILP.

Career & Education Exploration

- **Careers of Interest**- Aggregate Data (AD) on the careers students have saved to their ILPs. Schools can view detailed reports for each school and for each student.
- **Schools of Interest**- AD on the post-secondary schools students have saved to their ILPs. Schools can drill down to view detailed reports for each school and for each student.
- **Matchmaker Suggested Careers**- this report lists the careers that were included in Career Matchmaker's Top Ten Career Suggestions.
- **Matchmaker Recommended Clusters** – this report lists the top two Kentucky Career Clusters recommended by Career Matchmaker based on students' interests.



Bright Ideas

- ☑ Use Career Cluster Interests report to target the interests of students entering your school
- ☑ Group students in homeroom or advisory groups by their hobbies and interests
- ☑ Use Course Forecaster to plan courses one or two years out to ensure all students get the course they need to meet their goals

Goals and Plans

- **Career Cluster Interests**- AD on the Kentucky Career Clusters in which students are interested. Schools can drill down to individual student data, including their comments about the clusters they have selected.
- **Post-Secondary Goals**- view the post-secondary goals that students have set for themselves, including their top three career interests, top three colleges, and level of education desired.
- **Career Planning Activities: View by Activity** – activity by activity data on the career planning activities that student have completed, including job shadowing programs, career or college fair attendance, organization membership, etc.
- **Career Planning Activities: View by student**- track individual student participation in career planning activities.

Activities, Experiences & Awards

- **Organizations & Activities: view by Activity**- AD, based on the students' participation in organizations and activities
- **Organizations & Activities: View by Student**- view individual student participation in extracurricular organizations and activities
- **Hobbies & Interests: View by Activity**- AD on the formal and independent activities based on student participation
- **Hobbies & Interests: View by Student**- detailed data on the informal or independent activities that students enjoy
- **Community Service** - a summary of the community service activities, including the number of activities and number of hours of service
- **Work Experience**- a summary of the work experiences that students have undertaken
- **Awards & Recognitions**- view detailed information on the awards, certificates and recognitions that students have received

Education Plan

- **Course Forecasting**- generate course demand projections, using the data from students' 4- year education plan

Learning Services

- **Learning Services: View by Type of Service** - view AD on the learning services in which students are enrolled, included gifted and talented programs, Extended School Services and private instructional opportunities.
- **Learning Services: View by Student**- track individual student participation in learning service programs.



The ILP and Kentucky's College and Career Readiness Plan



The Kentucky Board of Education has adopted an ambitious agenda designed to improve educational outcomes for high school graduation. State policy has evolved to set goals for increase expectations, provide incentives and increased flexibility for changing the structure of schools to improve instruction, and to introduce new supports for schools engaged in this work. In response to state policy and local leadership initiatives, school systems are moving to improve educational programs and services across the Commonwealth of Kentucky to support every student as he or she progresses in their education.

Kentucky's Secondary Agenda outlines college and career readiness goals for students. The goals reflect that by 2014, every Kentucky student will persist to high school graduation and transition to success in learning, work and citizenship supported by high quality, real world learning, a culture of high expectations, and a plan of intentional focus.

The ILP supports every aspect of Kentucky's College and Career Readiness Plan. Kentucky's student centered approach to school improvement ensures that:

- **Students** are actively engaged in a challenging curriculum based on the Individual Learning Plan and one that stretches his or her learning;
- **Educators** collaborate in professional learning communities that increase capacity to provide high quality, engaging learning experiences for every student;
- **Curriculum, instruction and assessment** are comprehensive, coherent, standards-based and include both traditional and non-traditional learning opportunities;
- **School culture** is one of excellence, with high expectations, and provides individualized supports so that every student experiences success; and
- **Leadership** organizes resources in response to student needs.

Schools that are ready to transition students into success can begin by meeting the following criteria around the ILP and advising systems:

- Every student has an ILP tailored to his or her specific educational needs and wants.
- Elective choices are tied to personal and career interests as reflected in the ILP.
- Every student is engaged in a comprehensive advising and guidance process aimed at addressing his or her individual learning needs.
- Every student and their family are active participants in exploring and planning learning experiences on at least an annual basis.
- Students are encouraged to revise their individual learning plan as their interests and aptitudes mature and develop, and extracurricular and work experiences progress.
- As part of their IP, students will be encouraged to participate in extracurricular activities at the school
- In addition to his or her family, every student has at least one adult in the building who knows them, knows their learning plan and will advocate on their behalf.
- Students have the opportunity to participate in supportive and responsive advising and guidance processes to help them identify personal strengths and support the development of interpersonal skills.
- The ILP is used as a tool to assist in transitioning to the next level of learning.
- All students have access to expanded learning opportunities as related to his or her ILP.
- The ILP implementation plan is foundational to the advising and guidance process
- Counselors, teachers, administrators and families collaborate to meet the advising and guidance needs of every student.



- Students meet regularly with at least one adult in the building to address their social, academic, and career exploration needs.
- Establish advisory groups allowing for small group interaction between teacher and students.
- Advisory teachers are able to quickly identify struggling students and work to ensure prompt intervention services for those students

Counselors and advisory teachers should collaborate to ensure all aspects of the ILP are regularly addressed, reviewed, and revised for every student.



Scheduling for Flexibility

Sample Schedules

Many schools are working hard to incorporate time for advising/mentoring and into their daily, if not weekly, schedule. Many schools are working this time in with the Intervention and Enhancement times as well. The most important thing to take into consideration is how to incorporate this time as flexibly as possible, so as not to make students choose between advising/mentoring times and classes they also want to take. Consider these sample schedules below for ideas.

Sample Schedule- School A		
High School	Period	Middle School
8:15- 9:14	1st	8:15 to 9:14
9:18 to 10:13	2nd	9:18 to 10:13
10:17 to 11:12	3rd	10:17 to 11:12
11:16 to 11:41 (HS Lunch A) 11:45 to 12:44 (HS Class A) 12:19 to 12:44 (HS Lunch B) 11:16 to 12:15 (HS Class B)	4th	11:16 to 11:50 (Class) 11:50 to 12:15 (MS Lunch) 12:15 to 12:44 (Class Resumes) 12:15 to 12:44
12:48-1:18	5th	12:48 to 1:30
1:22 to 2:18	6th	1:34 to 2:18
2:22 to 3:20	7th	2:22 to 3:20

High School A is a 7th to 12th grade school, thus including middle and high school. For this school, Interventions/Enhancements and Mentoring/Advising occur during the students 5th Block of the day. The schedule for the week rotates so that students have Intervention or Enhancement classes on Monday, Tuesday, Wednesday and Thursday and they have Mentoring/Advising on Fridays. The class block is a credit- a pass/fail system rather than a number or letter grade. This same intervention/enrichment rotation and the grading system can be utilized in any of the sample schedules below as well.

Sample Schedule- School B	
7:50	First Bell
7:55- 8:20	Team Time
8:25-9:20	1st
9:25-10:15	2nd
10:20-11:10	3rd
11:15-12:40	4th and Lunch
12:45-1:35	5th
1:40-2:30	6th
2:35-3:25	7th



High School B is a traditional 9th to 12th grade school. They have built time into the morning of their schedule for Mentoring/Advising as well as for any “homeroom” type of activities that might need to occur.

Sample Schedule- School C	
8:30-9:28	1st
9:33-10:31	2nd
10:36-11:34	3rd
11:39-1:39	4th (Class- 60 min, Lunch 30 min, MAT 30 min)
1:44-2:42	5th
2:47-3:45	6th

High School C is a traditional 9th to 12th grade school. They have built time into their lunch periods to do what they call MAT (Mentoring and Advising Time) so that students have an hour for class and thirty minutes each for lunch and MAT activities. The school schedule outlines more specifically when classes have lunch, class time and MAT time.

Sample Schedule- School D	
8:20-9:20	1st
9:25-10:25	2nd
10:30-11:30	3rd
11:35-1:05	4th (Class and Lunch)
1:10-2:10	5th
2:15-3:40	6th (Class and AT)

High School D, also a traditional 9th to 12th grade school, has incorporated their advisory time into the last class of the day. They have added extra minutes to complete AT, or Advisory Time, with the students.



Additional Resources

National Standards

- [ASCA \(American School Counselors Association\) National Standards](#)
- [Cross-walking tool](#)

Middle School

- [Middle School Rationale by H. Jurgen Combs](#)
- [A Successful Middle School Environment](#)

Advising/Mentoring

- [Tools and Resources that Work: Instruments to Facilitate the Mentoring Partnership](#)
- [Mentoring Resources](#)
- [Resource Center: Mentoring Training Tools](#)
- [How to Build a Successful Mentoring Program](#)
- [College Board: Eight Components of College and Career Readiness Counseling](#)

References for Research

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KDE Contact Information

Advising Programs, Components and Resources

Jennifer Pusateri, Jennifer.pusateri@education.ky.gov 502-564-4970

Alternative Education, Programs and Resources

Sherri Clusky, sherri.clusky@education.ky.gov 502-564-2106

Career Readiness

Marissa Hancock, marissa.hancock@education.ky.gov 502-564-4286

College Readiness

James-Etta Goodloe james-etta.goodloe@education.ky.gov 502-564-4970

April Pieper, april.pieper@education.ky.gov 502-564-4970

Exceptional Children

Kathie Anderson Kathie.anderson@education.ky.gov 502-564-4970

Gretta Hylton, gretta.hylton@education.ky.gov 502-564-4970



Community Agencies and Partners Contact Information

Organization Name	Georgetown College
Web Address	www.georgetowncollege.edu
Contact Person	Office of Admissions
Contact Person email	admissions@georgetowncollege.edu
Street Address (if important)	400 E. College Street, Georgetown, KY 40324
Phone Number	Admissions Office: 1-800-788-9985 or 502 863-8009
Paragraph Description	<p>Georgetown College is a small residential, co-educational liberal arts college distinguished by a combination of respected, rigorous undergraduate and graduate programs, an array of opportunities for involvement and leadership, a commitment to Christian values and its distinctive heritage. This provides an environment for intellectual, spiritual and social growth. Through a broad undergraduate program, the curriculum offers a foundation for shaping informed thought and seeks persons committed to supporting its mission and to realizing their full potential in this community of learners.</p> <p>Degrees and Majors offered: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Music Education, Master of Arts; 41 undergraduate majors; graduate education programs.</p> <p>Campus visits and overnights are available with a week's notice preferred. Students need to apply by February 1 of their senior year of high school.</p>

Organization Name	Junior Achievement of Kentuckiana, Inc.
Web Address	www.jaky.org
Contact Person	Maria Baumgartner, Vice President of Education
Contact Person email	mbaumgartner@jaky.org
Phone Number	(502) 561-5437
Paragraph Description	<p>Junior Achievement's programs teach work readiness, financial literacy and entrepreneurship concepts that support Kentucky's learning goals. JA Real Jobs, Real World was created to enhance the high school Career Cruising and ILP process. The program is supplied free of charge to schools and is taught by a real-world volunteer mentor who helps young people to learn about "hot jobs" in their own region. For more information on JA's elementary, middle and high school programs, visit the website.</p>



Organization Name	Kentucky Community & Technical College System
Web Address	http://www.kctcs.edu
Contact Person	Dr. Michael Krause
Contact Person email	michael.krause@kctcs.edu
Phone Number	859-2565-3100
Paragraph Description	The 16 colleges of the Kentucky Community and Technical College System (KCTCS) offer 68 campus locations across Kentucky. From Ashland to Paducah, from Covington to Bowling Green, and online, KCTCS colleges provide accessible education and workforce training to Kentucky and beyond. Forget giant loans! With our Go2Transfer program, we offer a low-cost option for achieving a four-year degree. Spend two years at home with us—then go on to the four-year college of your choice. For students who need a job now, our Go2Work program offers 600 occupational options with certificates and degrees that can be completed in two years or less! Whichever path is right for you, higher education in Kentucky begins at KCTCS. Go further, Go faster, Go You!

Organization Name	Kentucky Council on Economic Education
Web Address	www.econ.org
Contact Person	Susan Sandage
Contact Person email	susan@econ.org
Phone Number	502-267-3570 or 1-800-I-DO-ECON
Paragraph Description	The Kentucky Council on Economic Education website includes lessons, simulations, and programs that can be used to teach economics, personal finance, and entrepreneurship. Through our Centers for Economic Education, we also offer professional development opportunities. The E-learning Center also includes a free pre/post test portal.



Organization Name	Council on Postsecondary Education
Web Address	http://www.cpe.ky.gov
Contact Person	Sue Cain
Contact Person email	Sue.Cain@ky.gov
Phone Number	502-573-1555
Paragraph Description	<p>The Council is the statewide coordinating agency for the public postsecondary institutions in Kentucky. The Council's primary responsibility is to ensure a well-coordinated and efficient postsecondary and adult education system. Among the Council's responsibilities are:</p> <ul style="list-style-type: none"> • To develop and implement a strategic agenda for the postsecondary and adult education system that includes measures of educational attainment, effectiveness, and efficiency. • To produce and submit a biennial budget request for adequate public funding of postsecondary education. • To monitor and approve tuition rates and admission criteria at public postsecondary institutions. • To define and approve all academic programs at public institutions. • To ensure the coordination and connectivity of technology among public institutions. • To collect and distribute comprehensive data about postsecondary education performance.

Organization Name	Murray State University Upward Bound
Web Address	www.murraystate.edu/upwardbound
Contact Person	Jennifer Caldwell
Contact Person email	jennifer.caldwell@murraystate.edu
Street Address (if important)	
Phone Number	1-800-877-5662
Paragraph Description	<p>Upward Bound is a federally funded grant program from the U.S. Department of Education. Upward Bound works with high school students from area schools to succeed in high school and to obtain a college degree. Students must meet application requirements. For more information please see our website.</p>



Organization Name	Student Support Center
Web Address	http://franklin.kyschools.us/bms/ssc/default.aspx
Contact Person	Betty Lawson
Contact Person email	Betty.Lawson@franklin.kyschools.us
Street Address (if important)	Bondurant Drive Frankfort, KY. 40601
Phone Number	502-875-8440
Paragraph Description	The mission of the center is to remove all barriers that stand in the way of student success and achievement.